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ABSTRACT

This document presents the recommendations of a national group of policy analysts on strategies for improving compensatory education and the Educational Improvement and Consolidation Act (ECIA) Chapter 1. The historical context of the Federal and state roles in providing compensatory education programs is presented, old assumptions are reviewed, and alternative standards and policies are proposed. The introduction, "Title I in Retrospect, Chapter 1 in Prospect," (D. P. Doyle and B. S. Cooper) includes a brief outline of the history of ECIA Chapter 1 and reviews the 12 chapters in the book. Section 1, "The Federal Role," comprises the following chapters: (1) "The Evolution of the Compensatory Education Program" (P. E. Peterson, B. G. Rabe, and K. K. Wong); (2) "Program Strategy and Design: Options for Federal Action in Education" (P. T. Hill); (3) "Increased State Capacity and Aid to the Disadvantaged" (S. Fuhrman); and (4) "The Federal Role and Chapter 1: Rethinking Some Basic Assumptions" (M. W. Kirst). Section 2, "Selected Issues of Access and Accountability," comprises the following chapters: (1) "Selecting Students and Services for Chapter 1" (M. S. Smith); (2) "Funding the Individual? A Chapter in the Future of Chapter 1" (D. P. Doyle and B. S. Cooper); (3) "The Problem of Quality in Chapter 1" (R. F. Elmore); and (4) "How Fiscal Accountability and Program Quality Can Be Insured for Chapter 1" (A. Odden). Section 3, "Lessons for Implementation," comprises the following chapters: (1) "The Next Steps in Urban Education" (C. Glenn); (2) "The Ways that Schools Are: Lessons for Reformers" (L. Cuban); and (3) "Effective Schools and the Problems of the Poor" (J. E. Chubb). Each chapter includes a list of references. A list of authors and their affiliations and an index are also included. (FMW)

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